

ACADEMIC CRISIS IN THE PRIMARY SCHOOLS OF THE PUNJAB: A COMPARATIVE STUDY

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Abstract

All children need education, but the thousands of kids affected by crises—whether they are man-made or natural—need it now more than ever. Nonetheless, the promise of a child's right to an education goes unfulfilled for those afflicted by disasters and crises. In Pakistan, in addition to natural calamities, there are also conflict-affected areas where schools, teachers, and kids' educations are disrupted. The purpose of the research project was to identify and compare the academic crisis occurring in Punjab's primary schools on regional level. In light of the study's objective, a descriptive study was created, in the Punjab province, the population was made up of participants in the basic education system. 366 elementary school principals made up the sample. To compare the academic crises at the regional level in the Punjab, the checklist was utilized for the data collecting and statistical analysis. The study's key finding was that southern Punjab's primary schools were more likely than those in other parts of the province to experience academic disaster.

Keywords: *Crisis, Academic Crisis, Educational Stakeholders*

Introduction

The contribution of this research paper is to report on and highlight the academic crisis in the primary schools and to compare these crises at regional level in the province of the Punjab, Pakistan. The reason for this is highlighted the difference between three regions regarding academic crisis and the rationale for this study is information about Pakistan. Today's schools are filled with phrases like emergency, catastrophe, tragedy, danger, confrontations, crisis, humiliation, disaster, and harm. Almost every school has had a notable crisis, and most will do so in the future. Aside than catastrophic occurrences like earthquakes and fires, students also encounter cruelty and mortality linked to companion suicide, group mobility, skilled sharpshooters, prisoner capture, and assault A few kids react strongly, expressing fear, distress, and post-awful pressure disorder. However, such meetings and other circumstances that undermine students' sense of worth and affluence can produce the kind of intense Interpersonal conflict that makes students consider harming themselves or others.

Education is essential for all children, but it is especially critical for a large number of

children affected by crises, whether they are caused by Man-made or natural disasters. Students affected by disasters and calamities still have an unfulfilled right to an education, nonetheless. In addition to the catastrophic events That are taking place in Pakistan, there are also poor, affected areas where schools, educational stakeholders, and students experience irregularities in their educational system. The framework for instruction is contained inside its political and social socio-world. Without causing a change in the major partners' viewpoint, upgrades in the part could not proceed or even begin.

The Punjabi education sector also operates in a sociopolitical environment that undeniably affects practices and policies. The sector has been deemed to be in the greatest need during the past few years, and it receives direct support from the chief executive officer. The management of the vision for better education encounters a number of administrative challenges. They included conventional problems with the associations included in the framework, as well as external and internal mentalities regarding the topic.

Crisis

The term "emergency" refers to situations that might come suddenly and cause severe emotional distress and social unrest. These situations are occasionally referred to as "basic events," "calamities," "crises," or "terrible happenings" (MacNeil & Topping, 2007). All too commonly heard words include crisis, occurrences, disasters, hazards, conflicts, emergencies, catastrophes, and tragedy trauma. In this study, these phrases are employed.

Educational Crisis

Any nation's educational system serves as an oxygen tank for the country. Each nation requires a clear framework to confront the outside world while maintaining its traditional and everyday teachings. This is true as a numerical condition applicable to a variety of current concerns. Every school has likely experienced a severe catastrophe, and almost every school has. The purpose of the research study was to determine the primary level educational crises in the three Punjabi regions.

Stakeholders

Any group that is influenced by authoritarian talks and strategies is avoided by stakeholders (Robbins & DeCenzo, 2001). Families are urged to participate in the acquisition of their children from the start. For the handling of the educational crisis in primary schools, the major stakeholders included school administrators, teachers, and members of the school management committee (SMC).

Types of Crisis

According to Regester & Larkin (2005), crises happen in just as many different forms in business as they do in daily life. It is challenging to discuss every form of crisis because the variety is so broad. Different crises have different personalities. Every crisis has its own unique elements, effects, duration, beat, and questions (Dilenschneider, 2000). An emergency does not need to entail failures or hundreds of isolated wounds with catastrophic effects. An irritating, frequently recurring condition that could have a detrimental impact on the business in some way could also result in an emergency (Fagerli & Johansen, 2003). An emergency puts a great deal of strain on the organization's financial, physical, and emotional structures and might even endanger

its survival. Many books have been written about emergency management, yet no one has defined what an emergency is (Coombs 2007). One reason for this could be the variety of perspectives and interests that scientists writing in this sequence have. The impacts of an emergency are like how tutoring's goal of developing students' scholastic and social aptitudes may be destroyed.

Crisis Situations have the potential to destroy both advancement zones. To complete the task of handling the crisis, the crisis management process is constantly evolving to reflect the needs and circumstances. As soon as it oversees the school and its partners, it becomes increasingly important. We understand that emergencies can happen at any time, anywhere, and without warning. There are no boundaries, rules, or set times for crises. According to the definitions and concepts of crisis, it occurs suddenly, swiftly, and unnervingly. That doesn't provide the management with adequate warning before they react or use stereotypically friendly tactics.

Furthermore, crises are not restricted to any period, dimension, or particular natural and unnatural level. They can occur at any time, at any level, and in any region or field. Although there isn't a set standard for classifying crisis types just yet, they can generally be grouped as shown below. This division helps us comprehend the concept more thoroughly (Spillan, 2003).

Every nation and country have its own distinctively made or unmade wonderful and good principles and structures that are dear to that community in every circumstance. The moral game plan of any general community unquestionably maintains a productive and peaceful simultaneity. If this structure fails, it can seriously and quickly harm many different systems of the populace as a whole, which could result in problems for the country or state.

Punjab Demographics

Punjab consisted of 36 districts. 36 districts' literacy rates are listed in Appendix IX along with the three regions of Punjab (Northern Region, Central Region, and Southern Region) (Survey of Pakistan, 2015). Punjab has a 63% literacy rate, with 71% boys and 55% girls receiving an education. 2.13% is the growth rate. Pakistan is having a lot of issues getting high-quality education. While 2001 devolved, targets' size and scope more intelligent and explicit with space as the key feel sick of administration conveyance, the problems with administration, limit, asset streams, and usage continued. Every region has a unique context, history, and subculture that must be taken into consideration while creating educational management strategies and achieving goals. Several places all around Pakistan have started goal-oriented division change and activity plans that focus on enhancing neighbourhood administration, schools, and region-based improving arrangements. Pakistan has pledged to reduce neediness through changes in attitude, the economy, and administration delivery.

Academic Crisis

Physical or corporal punishment, discipline, and child rights are all portrayed by the UN Committee as any form of control that involves the use of physical force and results in some level of suffering and unease. The majority includes striking (slapping, smacking, or rebuffing) children with objects or with the hand, such as a belt, stick, slipper, whip, and so on. In households, workplaces, and educational institutions all over Pakistan, beatings of adolescents are frequently used. Because the commanders of the groups lack adequate management skills, the groups may lose the middle connection of the challenge. Before assigning the task, all of the

qualities and skills a pioneer has to have must be examined. Consequently, the chosen commanders may speed up the ship to safe shores and generally transfer others along with them in case they encounter a real emergency (Smith, 2005).

Systemic failures might bring the organization at the disaster's edge, and these became also sick and go down to their knees because these are the foundation of any organization. Kraus & Gless (2004) stated that because frameworks are designed and created by people, they may occasionally fail, but routine maintenance and constant monitoring will help to contain any emergencies. The main source of the crisis is discrimination and preferences.

The greatest strategy to avoid or restrict the emergency is to match the bright universe's ideal person with the ideal task; otherwise, it might have occurred frequently. This occurred because inexperienced, poorly equipped, less educated, and poorly rated employees were hired to operate and maintain the systems, and since the task at hand is beyond their scope, there is no real way to maintain a strategic distance from possible problems (Kraus & Gless, 2004).

The absence of professional conduct, methodology, and knowledge may cause the entire organization to fail if any system or individual isn't carrying out the task effectively. Hence, the main potential is to provide the organization an emergency at any time if an ineffective person tried to operate the crucial systems.

This research focused on following two objectives:

- i. To identify the academic crisis in government primary schools of the Punjab regions
- ii. To compare the academic crisis in the primary schools at regional level

Research Design and Methodology

The study's primary focus was on Punjab province's basic education stakeholders. The eight districts in Pakistan's Punjab province were chosen because they were home to people from the Northern, Southern, and Central regions. The population of the study consisted of all primary school heads (7421) in the eight districts of the Punjab Province in relation to literacy rates (PDER & Alif Ailan, 2016). To choose a sample of schools, a multistage disproportionate stratified random selection procedure (Burns, 2000; Gay, 1996) was used. In accordance with the literacy ratio of the various categories, the government elementary schools were divided into these eight districts (districts). Two districts from the Northern region were chosen: Chakwal, which had a high literacy rate, and Bhakkar, which had a low literacy rate. Due to the fact that the Central Region contains the bulk of districts, four of these districts were chosen: Gujrat and Sialkot for their high literacy rates, Chiniot and Lodhran for their low literacy rates. Two districts, Rajan Pur and Layyah, were chosen from the Southern area based on their levels of literacy. Gay decided that the final study's sample was adequate based on the established standards (1996). The optimum sample size, according to L. R. Gay, would be 364 people out of a population of 7000. The 366 school heads from the 7421 schools were included in the sample of eight districts.

The researcher's own experience is combined with data from several works of literature (Jabeen, 2022; Kerr, 2019; Rensburg, 2017; Burggraaf, 2015; Alif Ailan, 2014). The checklist was created to help three regions of the Punjab, Pakistan's elementary schools, recognize their respective educational crises. A checklist on four different sorts of educational crises was created.

This study only examined one sort of academic crisis (including physical punishment,

subpar teaching and learning standards, staff absences, outmoded assessment procedures, a lack of topic specialists, dropout rates, and lax management and monitoring). The approach was followed by continuously entering data into SPSS-25. The data was organized and presented using interpretive and graphical structures. One-way In order to separate the agenda for the distinguishing proof of school crisis in the three regions of the Punjab, an ANOVA was employed to examine the region-based comparison of school crisis identification of the northern, central, and southern portions of the Punjab. even if the empirical data are from Pakistan's Punjab, the conclusions gained from them can be applied not only to that region but also to the entire country.

Results

This study included a thorough analysis of the Checklist that was completed by school administrators. This section starts with the demographic data for the school heads' responses to the checklist used to determine the educational crisis.

Table 1

Region wise distribution of heads in the Punjab

Regions	Districts	Frequency	Literacy Rate %
Northern Punjab	Chakwal	36	84.45
	Bhakkar	51	71.66
Central Punjab	Gujrat	47	82.66
	Sialkot	73	82.36
	Chiniot	25	50
	Lodhran	28	65.82
Southern Punjab	Layyah	58	78.16
	Rajan Pur	48	50.25

The distribution of school heads by Punjab Province, Pakistan, region is shown in Table 1. The sample consisted of 106 heads from Southern Punjab, 173 from Central Punjab, and 87 from Northern Punjab. These districts were chosen based on the percentage of literacy rates that were also provided in the table, as well as the district-level literacy ratios.

Table 2

Identification of academic crisis & region wise comparison

Academic Crisis	Northern n=87		Central n=173		Southern n=106		F
	M	SD	M	SD	M	SD	
Corporal punishment	1.07	0.26	1.05	0.22	1.15	0.36	4.39
Poor T&L standards	1.11	0.32	1.06	0.25	1.17	0.38	3.99
Absence of teachers	1.24	0.43	1.07	0.26	1.05	0.21	12.49
Out-dated examination system	1.37	0.49	1.35	0.48	1.38	0.49	0.45
Non-availability of subject specialist	1.43	0.49	1.42	0.49	1.50	0.5	0.9

Weak management & supervision	1.14	0.35	1.10	0.29	1.18	0.39	1.92
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P < .05, P < .01; df=2							

Table 2 compares the academic crisis (AC) identification mean and standard deviation across the Northern, Central, and Southern regions of Punjab. At the 0.05 level, the estimated F-values for physical punishment (PP), inadequate teaching and learning standards (ITLS), and teacher absence (TA) are 4.39, 3.99, and 12.49, respectively. In terms of physical punishment (PP), inadequate teaching and learning standards (ITLS), and teacher absence (TA), there is a sizable mean difference between regions. When it comes to the obsolete examination system (OES), the lack of subject specialists (SS) serving as math and science teachers, and the poor management and monitoring, there is no appreciable mean difference across the three regions (WMS).

Hence, the same dilemma is present in Punjabi schools in all regions. In addition, heads of the southern Punjab received higher ratings of 1.15 for corporal punishment, 1.17 for subpar standards of teaching and learning, 1.38 for antiquated exam systems, 1.50 for a dearth of subject matter experts, and 1.18 for inadequate management and supervision, while heads of the northern Punjab received higher ratings of 1.24 for teachers' absence.

Findings

The following findings were generated on the base of data analysis presented in table 2.

- i. The heads of the Southern Punjab schools scored an F-value of 4.39 on the recognition of physical punishment, which was significant at the.05 level. The findings indicate that Southern Punjab experienced higher instances of corporal punishment than Central and Northern Punjab.
- ii. The Southern Punjab school heads' F-value (3.99) score on identifying subpar teaching and learning standards was significant at the.05 level. The findings indicate that the southern Punjab has lower teaching and learning standards than the central and northern Punjab.
- iii. The chiefs of southern Punjab's F-value (12.49) score on identifying staff or teacher absences were significant at the.05 level. This demonstrates that the ratio of teachers to staff absences is higher in southern Punjab than in central and northern Punjab.
- iv. The heads of all Punjab areas' F-value (0.45) scores on identifying an obsolete examination system were not significant at the.05 level. This demonstrates that the results of outdated examination systems are the same throughout the Punjab.
- v. At the.05 level, the F-value (0.9) of the heads of all the Punjab regions' scores on the detection of topic specialist non-availability was not significant. The outcome demonstrates that topic specialist crisis scores are not available in all parts of the Punjab.
- vi. The score of the heads of all Punjabi areas on the identification of poor management and supervision had an F-value of 1.92, which was not significant at the.05 level. The findings demonstrate that all regions of the Punjab have the same low management and supervision rankings.

Discussion

Also, a comparison of crises by region was made to ensure that a convincing case could be made in response to the query, "What kind of school educational crisis in the primary schools

in three regions of the Punjab?" The results corroborated the results of previous researchers. In their study, Jabeen (2022, 2020), Kerr (2019), Jabeen (2018, Rensburg (2017), Naiwavela (2016), Alif Ailan (2014), and Coombs (2007) came to the conclusion that these characteristics play a key part in the creation of a school's crisis management plan. The report asserts that there has been substantial work on identifying educational crises.

Conclusions

Identification of the general educational issue using the F-test, as well as regional comparisons of government primary schools in Punjab, Pakistan. These conclusions are based on the results of a comparison and identification of educational crisis by region. In comparison to other regions of the Punjab, the southern Punjab scored higher on physical punishment, low teaching and learning standards, antiquated testing methods, a lack of subject-specific teachers, and weak administration & oversight. It was determined that southern Punjab schools were experiencing worse academic disaster than those in other parts of the province.

Moreover, Naviwala (2016) came to the conclusion that there was an empirically discernible educational crisis in the Punjabi schools.

Recommendations

The study made the case for the necessity for more analysis of Pakistan's local governments' interactions with one another and research into the factors that influence which ones are more effective than others. This gives the groups more capacity to learn from one another and alter the way development is organised. It is necessary for administrative, everyday government, and all stakeholders to coordinate and assist one another.

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